



1 - Advanced Proficient
2 - Proficient
3 - Partially Proficient
4 - Not Proficient
<i>Items not marked are not assessed at this time</i>

Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

English Language Arts	1	2	3	4
<b>Reading Literature</b>				
<b>READING OVERALL GRADE</b>				
The learner will utilize key ideas and details when reading literature.				
The learner will use the craft and structure of the text to help understand the literature.				
By the end of they year, the learner will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.				
<b>Reading Informational Text</b>				
The learner will utilize key ideas and details when reading Informational Text.				
The learner will use the craft and structure of the text to help understand informational text selections.				
The learner will demonstrate an integration of knowledge and ideas to understand the informational text selection.				
By the end of the year, the learner will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.				
<b>Reading Foundational Skills</b>				
The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.				
The learner will read with sufficient accuracy and fluency to support comprehension.				
<b>Writing</b>				
<b>WRITING OVERALL GRADE</b>				
The learner will write a variety of opinion type text for different purposes.				

English Language Arts (cont.)	1	2	3	4
<b>Writing (cont.)</b>				
The learner will write a variety of informative or explanatory type text for different purposes.				
The learner will write a variety of narrative type text for different purposes.				
The learner will demonstrate the production and distribution of writing.				
The learner will participate in shared research to build and present knowledge.				
The learner will write routinely over extended time frames, for a range of discipline-specific tasks, purposes, and audiences.				
<b>Speaking and Listening</b>				
The learner will build comprehension through collaborative conversations about grade 5 topics and texts.				
The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.				
<b>Language</b>				
The learner will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
The learner will use the knowledge of language and its conventions when writing, speaking, reading, or listening.				
The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.				
<b>Mathematics</b>				
<b>MATHEMATICS OVERALL GRADE</b>				
<b>Operations and Algebraic Thinking</b>				
The learner will write and interpret numerical expressions. (Instructional Sequence #6)				

Attendance	Q1		Q2		Q3		Q4	
	AM	PM	AM	PM	AM	PM	AM	PM
Absent								
Tardy								

**Grade Placement Next Year**

\_\_\_\_\_

Mathematics (cont.)	1	2	3	4
<b>Operations and Algebraic Thinking (cont.)</b>				
The learner will analyze patterns and relationships. (Instructional Sequence #8)				
<b>Number and Operations in Base Ten</b>				
The learner will understand the place value system. (Instructional Sequence #1)				
The learner will perform operations with multi-digit whole numbers and with decimals to hundredths. (Instructional Sequence #2)				
<b>Number and Operations Fractions</b>				
The learner will use equivalent fractions as a strategy to add and subtract fractions. (Instructional Sequence #4)				
The learner will apply and extend previous understandings of multiplication and division to multiply and divide fractions. (Instructional Sequence #5)				
<b>Measurement and Data</b>				
The learner will convert like measurement units within a given measurement system. (Instructional Sequence #4)				
The learner will represent and interpret data. (Instructional Sequence #9)				
The learner will understand concepts of volume and relate volume to multiplication and to addition. (Instructional Sequence #11)				



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Mathematics (cont.)	1	2	3	4
<b>Geometry</b>				
The learner will graph points on the coordinate plane to solve real-world and mathematical problems. (Instructional Sequence #7)				
The learner will classify two-dimensional figures into categories based on their properties. (Instructional Sequence #10)				

Social Studies	1	2	3	4
<b>SOCIAL STUDIES OVERALL GRADE</b>				
<b>History</b>				
The learner will describe the life of peoples living in North America before European exploration.				
The learner will identify the causes and consequences of European exploration and colonization.				
The learner will describe the lives of people living in western Africa prior to the 16th century.				
The learner will describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th century.				
The learner will compare the regional settlement patterns and describe significant developments in Southern, New England, and Mid-Atlantic colonies.				
The learner will analyze the development of the slave system in the Americas and its impact on the life of Africans.				
The learner will distinguish among and explain the reasons for regional differences in colonial America.				
The learner will identify the major political, economic, and ideological reasons for the American revolution.				
The learner will explain the multi-faced nature of the American Revolution and its consequences.				

Social Studies (cont.)	1	2	3	4
<b>History (cont.)</b>				
The learner will explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the United States Constitution.				
<b>Public Discourse, Decision Making, and Citizen Involvement</b>				
The learner will identify a problem, analyze information to solve it, and present the situation to inform others.				

Science	1	2	3	4
<b>SCIENCE OVERALL GRADE</b>				
<b>Science Processes</b>				
The learner will demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by comparing and contrasting the impact of contact and non-contact forces on the motion of an object.				
<b>Physical Science</b>				
The learner will describe what happens when two forces (balanced or unbalanced) act upon an object.				
The learner will describe the motion of an object in terms of distance, time, and direction and illuminate how motion can be represented on a graph.				
<b>Life Science</b>				
The learner will identify selected body systems and explain how they work together to perform specific activities.				
The learner will classify organisms based on anatomical features.				
The learner will distinguish between inherited and acquired traits and explain the influence of the environment and genetics on the individual.				

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Science (cont.)	1	2	3	4
<b>Life Science (cont.)</b>				
The learner will explain how physical characteristics, behavioral characteristics, and environmental events affect survival of organisms.				
<b>Earth Science</b>				
The learner will explain how the Earth's position and motion cause the seasons and define a year.				
The learner will design a model that describes the position and relationship of the Sun, the planets, and other objects of the solar system and explain how gravity affects them.				

O - Outstanding
S - Satisfactory
U - Unsatisfactory
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Life Skills	1	2	3	4
<b>Organized:</b> plans and manages time and takes care of materials				
<b>Responsible:</b> assignments are completed and turned in on time				
<b>Effort:</b> consistently works at personal best				
<b>Follows directions</b>				
<b>Follows Classroom Rules and Procedures</b>				
<b>Effective listener:</b> attends to speaker				
<b>Considerate:</b> respects feelings, rights, ideas, and property of others				
<b>Works Independently</b>				
<b>Cooperative:</b> works well with others				
Participates in activities				

**Warren Woods Public Schools**

**5**

**Fifth Grade  
Report Card  
2012-2013**



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<b>Library/Media</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Recognizes various forms of literature				
Accesses and evaluations information				
Uses technology resources to support learning				
Demonstrates cooperative and appropriate behavior				
Comments:				

<b>World Language</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates understanding of world culture				
Demonstrates understanding of objectives through quality work				
Communicates using world language vocabulary				
Actively participates in group and individual activities				
Comments:				

<b>Music Education</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates understanding of musical concepts and skills				
Actively participates in whole group, small group, or individual problem solving music lessons by creating, analytically listening, and performing				
Demonstrates cooperation and appropriate behavior				
Comments:				

<b>Art</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates understanding of art education				
Actively participates in whole group, small group, or individual art lessons				
Demonstrates appropriate behavior				
Comments:				

<b>Physical Education</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates proper body mechanics in selected motor skills				
Actively participates in group and individual activities				
Demonstrates cooperation and appropriate behavior				
Comments:				

Warren Woods Public Schools

5

Fifth Grade  
Report Card  
2012-2013



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**1st Marking Period Comments**

**2nd Marking Period Comments**

**3rd Marking Period Comments**

**4th Marking Period Comments**